

Review of the Impact of the European Working Time Directive (EWTD) on the Quality of Postgraduate Training

NHS Medical Education England (MEE)

Consultation exercise, 22nd December 2009 – 15th February 2010

i. Background

The quality of medical training is paramount in ensuring that the healthcare workforce are equipped to deliver safe, high quality care to patients today and in the future. This review will provide an objective, independent, evidence based report, including recommendations, specifically focusing on how the 48-hour week impacts the quality of the training of doctors, dentists, pharmacists and healthcare scientists.

The review is being carried out in a number of stages. Currently we are conducting a literature review of the available research and evidence. This will be supported by evidence gathering from relevant parties in oral, written and survey formats. The evidence will be collated to form the draft report and recommendations and a second series of oral hearings will be held in March 2010 (if necessary, as determined by the review team) for further oral debate and review.

The report will include recommendations on the steps that need to be taken to ensure that the training delivered is of high quality. The primary focus of the review will not be on service issues or the implementation of the EWTD but on producing a workforce that is fit to deliver a quality service to patients. The review will complement the work being done by the Postgraduate Medical Education and Training Board (PMETB) as part of their ongoing programme of quality assurance of postgraduate medical education and training. For more information on Medical Education England and the review, please visit <http://www.mee.nhs.uk/>

This consultation is one aspect of the evidence-gathering process, which includes oral evidence collection and a quantitative survey.

ii. Guidance for submission

Please respond to the questions below. Use as much space as required and attach source documents if applicable. Please give evidence/examples where possible and identify whether your comments are general or linked to a particular profession or specialty within that profession. Respondents may wish to consider these questions in the context of the phased introduction of the EWTD – i.e. the effect of the introduction of the 56 hour working week in August 2004 and the effect of the 48 hour working week in August 2009. If you are returning your response by email, please keep it in an unlocked and malleable format (No PDF documents please)

iii. How to submit a response

All responses should be submitted electronically to meewtdreview@dh.gsi.gov.uk under the heading 'MEE EWTD Review - Written Evidence'. If you are unable to submit by email, responses should be sent to:

Carley Doughty
MEE EWTD Review -
Medical Education England
Room 531B
Skipton House
80 London Road
London
SE1 6LH

Responses received after the 15th February 2010, either hard copy or electronic, will not be considered.

If you have any queries please contact Carley Doughty on 020 79725791 or Kirsten Miller on 07554 334321.

iv. Report

The review team will consider all evidence submitted, and will produce a final report in April 2010

1. Details of your response

About you

Mandatory questions are marked with an *

If you are responding on behalf of an organisation	
*Please provide your name:	Professor William P Saunders
*Please provide your job title:	Chair, Dental Schools Council; Dean of Dentistry and Head of the Dental School, University of Dundee
*Please provide the organisation's name:	Dental Schools Council

If you are responding as an individual	
*Please provide your name:	
*Please provide your professional group: Please delete as applicable:	Medical/Dental/Pharmacist/Health Scientist/Other
If Other, please provide a brief description of your profession	
*Please provide your Speciality or Course: If you are a trainee and have not yet picked a speciality, please record 'Pre-specialisation'	
*Please provide your relationship to training: Please delete as applicable:	Trainee/Trainer/Other
*If you are a trainee, please indicate your stage of training: Please delete as applicable:	Undergraduate/Graduate/Postgraduate

Confidentiality	
*Do you consent for your name or the name of your organisation to appear in the index of responses in the group's final report? Please delete as applicable:	Yes/No
*Do you consent for your response to be quoted in the group's final report? Please delete as applicable:	Yes/No

2. Consultation questions

<p>1.</p>	<p>How would you define high quality training? Respondents may wish to consider quality both in terms of training outcomes and the methods of training.</p>
<p>High quality training is the transfer of knowledge and skills from an expert in an environment that enables the trainee to gain skills and experience with appropriate reflection and support. High quality training is evidenced by the production of suitably qualified and experienced personnel to deliver patient care of the highest quality in a professional manner, with enthusiasm to continue learning and with an ability to interact with others at all levels.</p>	
<p>2.</p>	<p>What has been the impact of the introduction of the EWTD on the quality of training? Respondents may wish to consider the impact in terms of quality of the training outcome and quality of the training methods.</p>
<p>In the experience of Dental Schools, the introduction of the EWTD has had no discernible effects on the quality of training in dentistry.</p>	

<p>3.</p>	<p>How have those working in the healthcare ‘system’ (e.g. employers, trainers, service and training commissioners and providers) responded since the introduction of the EWTD?</p> <p>Respondents should consider changes related to training which:</p> <ul style="list-style-type: none"> • Resulted directly from EWTD • Resulted indirectly from EWTD • Are potentially unrelated but nevertheless are perceived to impact on the quality of training.
<p>There has been no noticeable response from those working within Dental Schools, suggesting that the introduction of the EWTD has had little effect on the quality of dental training.</p>	
<p>4.</p>	<p>What lessons can be learned from national and international experience about the delivery of high quality training within time constraints?</p> <p>Respondents may wish to present evidence on lessons learned from both positive and negative experiences, or from the experiences of colleagues and partners in other parts of the country or the world.</p>

4. Confidentiality of information

Information provided in response to this consultation, including personal information, may be published or disclosed in accordance with the access to information regimes (these are primarily the Freedom of Information Act 2000 (FOIA), the Data Protection Act 1998 (DPA) and the Environmental Information Regulations 2004).

If you want the information that you provide to be treated as confidential, please be aware that, under the FOIA, there is a statutory code of practice with which public authorities must comply and which deals, amongst other things, with obligations of confidence. In view of this, it would be helpful if you would explain to us why you regard the information you have provided as confidential. If we receive a request for disclosure of the information, we will take full account of your explanation, but we cannot give an assurance that confidentiality can be maintained in all circumstances. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department of Health.

Medical Education England will process your personal data in accordance with the DPA and in most circumstances this will mean that your personal data will not be disclosed to third parties.